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ABSTRACT

Graduates from the Tarkio College (Missouri) school of education were surveyed in an effort to assess the worth of the core course program required of all education majors. Eleven responses were received. The areas included in the questionnaire were career information, required course information, elementary certification information, pre-student teaching and student teaching information, and general information on the strengths and weaknesses of the department. Section one of this report discusses responses to questions relating to the graduates' teaching experiences. The second section reports findings on responses giving opinions on required courses. In the third section, responses to the questions on courses and objectives within the course which were required to obtain certification are discussed. The fourth section of the questionnaire addresses the course of studies required before student teaching. The final section reports opinions on how the education department can better meet the needs of future students. A copy of the questionnaire and cover letter and tabulation results are appended. (JD)

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Does The Tarkio College Education Department's Program Meet The Needs of Prospective Teachers?

The findings as reported by Tarkio College Graduates 1980-84.

Prepared by

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and

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June 1986

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In 1985 Tarkio College's education department embarked on a mission to identify the worth of the core course program required of all education majors. The department decided the most effective method of identifying the strengths and weakness of the program, would be by surveying graduates. The department believed a sample of graduates who would have experienced the program and have gained practical experience in the classroom would provide the most accurate measure of worth.

PROCEDURES

The department sent out a questionnaire to 44 individuals who graduated from Tarkio College with a major in education between 1980-84. The individuals were identified and selected from alumni lists tabulated at the college. Each of the individuals were sent a questionnaire along with a return envelope.

The questionnaire was designed to obtain information in five different areas. The areas included in the questionnaire were career information, required course information, elementary certification information, pre-student and student teaching information, and general information regarding the strengths and weaknesses of the department. The questionnaire contained 50 open and closed-ended questions. A copy of the questionnaire is included in the appendix of this study. The department sent out 44 questionnaires and 11 were returned indicating a 25% return rate. The department believes the questionnaires returned do represent the students graduating from the program. The findings will be reported by sections.

FINDINGS

SECTION ONE

The first section of the questionnaire provides background

information. The respondents were asked eight questions relating to their teaching experience. The findings will be reported by question starting with question number one.

STATE TAUGHT IN IN 1985

Of the 11 respondents 4 taught in Missouri during the 1985 school year. Two Taught in Kansas, two in Iowa, and one taught in Texas.

YEAR GRADUATED

The majority of respondents graduated in 1983 and 1984 with three graduating in each year. One respondent reported graduating in 1982 and the other four respondents reported graduating in 1981 and 1980 with two coming from each class.

SEX

Of the 11 responding to the questionnaire 10 were female with one male responding.

TEACHING EXPERIENCE

As a group the respondents had 33 years of teaching experience. The majority had less than four years of experience. Only three of the 11 reported teaching for more than 4 years.

EMPLOYING ORGANIZATION IN 84-85 SCHOOL YEAR

Nine were employed in public schools. One was employed in a New York state school for retarded children and the other responded was not employed during the 1984-85 school year.

LOCATION OF EMPLOYING ORGANIZATION

The majority of the respondents reported working in a rural setting. One respondent reported working in an urban area. No respondent reported working in an suburban area.

TYPE OF TEACHING SITUATION DURING THE 1984-85 YEAR

Five reported working in self contained classrooms, two worked in a

department setting. The other respondents worked in vocational programs, special education programs and as substitutes.

GRADE LEVELS TAUGHT IN

The individuals who responded to the questionnaire taught in all grades K-12. Nine of the respondents taught in grades K-3. Twelve taught in grades 4-6. Another twelve respondents reported teaching in grades 7-8. In grades 9-12, twenty responded as working in these grades.

SECTION TWO

Questions 9-20 represent opinions given by the respondents towards questions relating to required courses in the department. The respondents were asked to respond using a Likert scale to class objectives and the teaching value of those objectives. The findings will be reported according to the classes required of each education major.

FOUNDATIONS OF EDUCATION

When asked if Foundations of Education provided opportunities for development of professional moral and spiritual ethics 82% indicated this objective was accomplished in the class. The same percentage believe this objective was important to them as a professional educator. The next question ask if Foundations of Education provided the student with the negative and positive aspects of teaching. Again 82% of those surveyed believe that this objective was covered in Foundations of Education. Only 73% believed this objective was beneficial to them as a educator. Eighteen percent of those who responded strongly disagreed with the objective having any value to them as an educator. The final objective ask the respondents if they thought identifying the formal and informal communication systems and

professional growth available to educators was beneficial and should be included in the class. Again 82% believed this objective should be covered in the class. However, only 73% found this beneficial to themselves as a educator and 27% indicated this objective had no value to them as a professional educator.

HUMAN GROWTH AND DEVELOPMENT

The course, Human Growth and Development, provided the respondents an opportunity to comment on three different objectives. In question 12, the respondents were ask if identifying techniques of interpersonal skills and public relations used in the school environment were beneficial. The findings relating to this class reflect only 10 respondents since 1 of the 11 did not have the class. Eighty percent of the respondent indicated this objective was beneficial and 70% believe this objective was helpful to them as educators. Question 13 addressed preparation for interpersonal relationships and professional ethics. Eighty percent of those who responded believe that this objective was of value to them as educators and should be included in Human Growth and Development. The final objective used in Human Growth and Development addressed the creation of an atmosphere which nurtures spiritual, vocational, and intellectual goals in life. Sixty percent of those who answered this question indicated this objective of the class was important and of value to them as educators.

LAB AND CLINICAL EXPERIENCES

In Lab and Clinical the student spends three weeks working with a cooperating teacher in the classroom. The three objectives addressed in this class relate directly to the students classroom experience. The first objective addresses the identification and utilization of classroom management techniques. Eighty-four percent of the

respondents believe this objective should be included in the Lab and Clinical experience. The same percent of respondents indicated the course was of value to them as educators. Question 16 addressed the opportunity of participating in simulated teaching in a regular classroom setting. All of the respondents indicated this should occur and 82% believed this experience was beneficial to them as educators. The final objective listed under the Lab and Clinical experience addresses the integration of experiences with special students. Ninety one percent indicated this objective should be included in the class. Eighty-four percent believe this objective has help them as educators.

EDUCATING THE EXCEPTIONAL CHILD

The last of the required courses is an introduction to special education course. In this course the first objective asks the respondent if the course help them identify techniques in the area of curricular design. Only 64% agreed with this objective and only 55% believed this objective help them as professional educators. The second objective for this course addressed the utilization of lesson plans and individual education plans in conjunction with actual classroom teaching. Again only 64% agreed with this objective and the same percentage of the respondents believed this objective had value to them as an educator. The final objective listed under Educating Exceptional Children suggested the course provided the students with a variety of methods of teaching. Again 64% of those who respondent believed this objective was met within the course. The same percentage of respondents believe this objective help them as professional educators.

SECTION THREE

The third section of the questionnaire addressed courses and objectives within the course which were required to obtain certification in Elementary Education, Secondary Education, and Special Education. The four courses in Elementary Education include Reading in the Elementary Schools, Science for the Elementary Teacher, Geography and Social Studies Methods, and Art for the Elementary Teacher. The four courses listed in Secondary Education include Secondary Teaching and Testing, Reading in the Secondary Schools, Adolescent Psychology, and Tests and Measurements. The four courses listed under Special Education include Reading in the Elementary School, Geography and Social Studies Methods, Language Development for the Exceptional Child, and Methods for Teaching Remedial Mathematics. The findings will be reported first in the area of elementary education followed by secondary and special education. Once again the findings will be reported by objective within each class.

READING IN THE ELEMENTARY SCHOOLS

Three of the eleven respondents obtain certification as elementary teachers. The findings in elementary education reflect only their responses to the survey. The first objective listed under Reading in the Elementary Schools asked the respondents if the course help to identify and utilize classroom management techniques. All of the respondents agreed with this objective and indicated this objective help them as educators. The second objective within the course was to identify a variety of methods of teaching. The respondents unanimously agreed with this objective and indicated this objective was of value to them as educators. The third objective asked the respondent if the course help them to integrate liberal arts into teaching. Two of the three respondents agreed with this objective.

The two believe this objective did indeed help them as educators.

SCIENCE FOR THE ELEMENTARY TEACHER

The first objective listed under Science for the Elementary Teacher was to identify techniques in the area of curricular design. All three respondents agreed with this objective and all indicated this objective help them as professional educators. The second objective asked the respondents if the course provided them with opportunities for the development of professional moral and spiritual ethics. Two thirds of the respondents agreed with this objective. The same amount agreed with this objectives value to them as professional educators. The final objective ask the respondents to comment on the courses ability to help them integrate experiences with special children. All of the respondents believe the course did indeed help them integrate experiences with special children. They all agreed this objective was of value to them as educators.

GEOGRAPHY AND SOCIAL STUDIES METHODS

Question 27 on the questionnaire asked respondents if Geography and Social Studies Methods help to identify techniques of interpersonal and public relations in the public school environment. The three respondents agreed with this objective and also agreed this objective help them as professional educators. Opportunities for the development of professional moral and spiritual ethics was the second objective listed under Geography and Social Studies Methods. Two of the three respondents agreed with this objective and its value. The final objective asked the respondents if the course provided them with an opportunity to discuss the preparation for, interpersonal relationships, and professional ethics of the education profession. All of the respondents believe this objective was covered in the

course and has help them as professional educators.

ART FOR THE ELEMENTARY TEACHER

The first objective ask if Art for the Elementary Teacher provided the student with an opportunity to design, construct, use and evaluate audio-visual aids. Two of the three respondents agreed with this objective and believe this help them as educators. The second objective asked if the course help to integrate experiences with special children. Only one of the respondents believe the course met this objective and was of value to them as a teacher. The final objective in which the elementary educators responded to in Art for the Elementary Teacher related to an atmosphere which nurtures spiritual, vocational, and intellectual goals in a total living environment. For this objective two respondents believed this was covered in the course, however only one agreed this objective was of value to them as they became a professional educator. The next set of courses reflects the responses of those graduates who majored in secondary education. The results reported in the secondary education section are based on four of the five respondents. Due to a mailing error one respondent received a special education section three in their questionnaire. The respondent noted that they were unable to answer this section.

SECONDARY TEACHING AND TESTING METHODS

When asked if the Secondary Teaching and Testing Methods course provided them with information regarding teaching methods all of the respondents agreed with this objective. All of the respondents agreed with the objective as having value to them as teachers. The second objective asked the respondents if the course provided them with the opportunity to design, construct, use and evaluate audio visual aids.

Again all of the respondents agreed with this objective and the believed this objective was of value to them as teachers. The final objective asked if Secondary Teaching and Testing identified and integrated liberal arts and their application to teaching. Only three respondents believed this objective was met in the class and was of value to themselves as educators.

READING IN THE MIDDLE AND SECONDARY SCHOOLS

Only three of the respondents had taken this class, therefore, the results will be based on three responses. The first objective asked the respondents if the class help them to identify techniques in the areas of curriculum design. The three respondents agreed with this objective and stated this objective was of value. The second objective asked if the course helped them to utilize lesson plans and IEP'S. The response was again favorable to the objective and its value. The final question asked of the secondary majors regarding the reading class was the classes ability to integrate experiences with special students. All three reported their agreement with this class objective and its value to them as educators.

ADOLESCENT PSYCHOLOGY

The data reported on the course Adolescent Psychology reflects only two respondents. The other respondents did not have the class or did not receive the appropriate section in their questionnaire. The first objective reported under Adolescent Psychology asked the respondents if the course related an atmosphere which nurtures spiritual, vocational, and intellectual goals in a total living environment. The two respondents agreed with this objective and believe this objective had value to them as teachers. Regarding the second objective, the respondents were asked if they believed the class provided them with

opportunities for the development of professional, moral and spiritual ethics. Again the respondents agreed with this objective and believed the objective was of value to their teaching. When asked if Adolescent Psychology help them learn to integrate experiences with special students the respondents agreed with the objective and its value to them as teachers.

TESTS AND MEASUREMENTS

The last course examined by secondary majors was Tests and Measurements. Three of the respondents had taken this course. The respondents were first asked if Tests and Measurements identified techniques of interpersonal and public relations in the public school environment. All of the respondents agreed with this objective and believe this objective had value to them as teachers. The second objective asked if the class helped them integrate experiences with special students. Again the respondents agreed with the objective and believe this objective helped them as teachers. Finally, the respondents were asked if the course related an atmosphere which nurtures spiritual, vocational, and intellectual goals in a total living environment. Once again the respondents agreed with the course objective and its value to themselves as teachers.

Special education is the last area reviewed in section three of the questionnaire. Three of the eleven respondents majored in special education and answered the special education questions. The results for this section will be reported by classes required of each student.

READING IN THE ELEMENTARY SCHOOL

The special education majors were asked if the course help them identify and utilize classroom management techniques. All of the respondents agreed this objective was met within the class, however

only two of the three respondents believe this objective was of value to them as teachers. The second questioned asked if Reading in the Elementary Schools provided them with a variety of teaching methods. Sixty-six percent of those who respondent agreed with this objective. The same percentage of respondents believed this objective was of value to them as teachers. The final question addressed under Reading in the Elementary School asked if the course helped them identify and integrate liberal arts and their application to teaching. All of the respondents agreed with this objective and its value the them as teachers.

GEOGRAPHY AND SOCIAL STUDIES METHODS

The first objective addressed in the Geography and Social Studies Methods course asked the special education majors if the course help them identify techniques of interpersonal and public relations in the public school environment. Two of the three agreed with the objective and its value to them as teachers. However one respondent strongly disagreed with the objective and its value. The second objective asked the respondents if the course provided them with opportunities to develop professional, moral and spiritual ethics. Again two of the three agreed with the objective and its value to them now in their teaching. The final objective discussed the preparation for interpersonal relationships, and professional ethics of the education profession. Again two of the three respondents agreed with this objective and its value.

LANGUAGE DEVELOPMENT FOR THE EXCEPTIONAL CHILD

The first of the three objectives covered in this course asked if the course provided opportunities for the development of professional moral and spiritual ethics. Two of the three respondents agreed with

this objective and believed the development of ethics was of value to them as teachers. Next the respondents were asked if the course provided them with the knowledge to integrate experiences with special students. All of the respondents agreed with this objective and believe this objective was of value to them as teachers. The final question asked if Language Development helped the respondent to identify techniques of interpersonal and public relations in the public school environment. Once again all of the respondents agreed with the objective and its value.

METHODS AND MATERIALS FOR TEACHING MATHEMATICS

The final course reviewed by special education majors was Methods and Materials for Teaching Mathematics. The first question asked if the course helped them to identify and utilize classroom management techniques. Only two respondents had this course, but they both agreed with this objective and its value. The second objective addressed the identification of techniques in curricular design. Both respondents strongly agreed with this objective and they agreed this objective was of value to them as teachers. Finally, the respondents were asked if the course provided them with an opportunity to design, use, and evaluate audio visual aids. Again the two agreed with this objective and its value to them as teachers.

SECTION FOUR

The fourth section of the questionnaire addresses the course of studies required for each education major before they go out to student teach. Students enrolled in the Education Bloc are require to complete an intensive four week program requiring them to demonstrate competency in using audio visual aids, classroom behavior management, and classroom organization procedures. The final section reviewed in

section four is student teaching.

AUDIO VISUAL AIDS

The three objectives listed under Audio Visual Aids will be reported individually. The first objective asked if the course provided opportunities to design, construct, use, and evaluate audio visual aids. Ten of the eleven respondents agreed with this objective and its value to them as teachers. In the second objective the respondents were asked if the course helped them to integrate liberal arts and their application to teaching. Eighty-two percent of the respondents agreed with this objective and its value to them as teachers. The final objective discussed the preparation for interpersonal relationships, and professional ethics of the profession. On this objective only 73% agreed or strongly agreed. Only 64% believed this objective was of value to them in the teaching field.

CLASSROOM BEHAVIOR MANAGEMENT/INTERPERSONAL COMMUNICATIONS

The first objective under Classroom Behavior Management/Interpersonal Communications asks the respondents if the course provided them with an opportunity to develop professional moral and spiritual ethics. Seventy-three percent of the respondents agreed with this class objective. Sixty-four percent indicated this objective had value to them as educators. The second objective requested information on the courses ability to identify the positive and negative aspects of teaching. Nine of the eleven respondents agreed this objective was met in the class. Eight of the eleven indicated this objective was of value to them as teachers. The final objective asked if the course help to identify the communication patterns, formal and informal professional systems, career and

professional growth opportunities in education. Sixty-four percent agreed with this objective and its value to them as teachers.

CLASSROOM ORGANIZATION AND PROCEDURE

The third course in section four has another three objectives designed to obtain information regarding ethics, public relations and the ability to develop lesson plans. The first of three objectives discusses the courses ability to prepare for interpersonal relationships, and professional ethics. Eighty-two percent of the respondents indicated agreement with the objective. Another seventy-three percent supported the objective and its value to them as educators. Utilizing lesson plans or IEP'S in conjunction with actual classroom teaching was the second objective. Ninety-one percent of the respondents indicated agreement with the objective and its value to them and educators. The final objective asked the respondents if the course help them to identify techniques of interpersonal and public relations in the public school environment. Only 64% indicated agreement with this objective and its value.

STUDENT TEACHING

The last course identified in section four of the questionnaire is based on the respondents student teaching experience. The first objective asked the respondents if student teaching help them develop interpersonal relationships and professional ethics. Nine of the eleven respondents agreed this objective was met and they believed this objective was of value to them as teachers. Utilizing lesson plans or IEP'S in actual classroom teaching was the second objective. Ten of the eleven respondents were in agreement with this objective and its value to them as teachers. The final objective asked the respondents if student teaching help them to identify and use

techniques of public relations. Again 82% of those who responded favored this objective and believed this objective was of value to them as teachers.

SECTION FIVE

The final section of the questionnaire asked the respondents to provide some information regarding the education department to better meet the needs of future students. This section asked the graduates to respond to both closed and open ended questions.

The first question in section five asked the respondents if the education faculty was responsive to the needs of students. Ten of the eleven respondents agreed with the faculty's responsiveness to them. One respondent failed to answer this question.

Question 46 provided the respondents an opportunity to comment on the advisement practices and procedures used at the college. Seventy-two percent of the respondents believed the advisement practices met their needs.

Question 47 asked the respondents if the grading practices used by the department reflected their abilities. All of those who responded to the question agreed with the grading practices.

In question 48 the respondents were ask to identify the course or feature of the education department which was most beneficial in preparing them as teachers. The results to this question will be reported by major. The secondary majors indicated the lab and clinical experience was very beneficial. These respondents also reported the opportunity to develop lesson plans, active classroom participation, methods courses, and the friendships developed with individual faculty members. The elementary majors identified the course work in general as well as the development of lesson plans and

student teaching. The elementary majors did indicate the faculty members should be available to discuss situations and problems they may be having. The special education majors indicated the emphasis placed on professionalism, student teaching, and the required courses were beneficial.

The next question asked the respondents to indicate what they believed was the greatest weakness of the department. The secondary majors identified the lack of practice teaching time in their classes. These respondents also believed the majority of the students did not take the practice teaching sessions seriously. Other weaknesses identified by the secondary majors were a lack of support by the faculty during student teaching and the lack of objective views about the profession. The elementary majors reported the amount of work required by the education faculty made it difficult to satisfy everyone. They also reported the lack of seriousness in the practice teaching situations. The special education majors reported a lack of preparation in learning disabilities and a favoritism shown to some students.

The final question of the questionnaire asked the respondents to give some suggestions which would help improve the organization and operation of the Tarkio education department.

The respondents suggestions can be grouped into three areas faculty concern, course content, and departmental procedures. The respondents reported a need to develop positive one on one contact with education faculty. They reported the faculty needs to be expanded and more time needs to be spent working with individual students. Regarding course content the respondents believed changes needed to be made in some courses to reflect actual experiences instead of theory. The respondents believed those who go out to student teach need to spend a

week in the classroom before starting the education bloc. They believed this would help them focus their assignments to their upcoming teaching situation. The respondents also indicated a need to focus on the values and politics present in today's schools. Finally, the respondents reported a need to improve some department procedures. They believed their should be more effective system developed to turn in materials to be graded. The respondents also reported the department needed to screen those coming into the field to assure they are serious about becoming teachers.

CONCLUSIONS

To determine the worth of the education program at Tarkio college we must examine the results obtained from the graduates and determine those areas which are successful and those in need of improvement. Conclusions will be drawn on the four sections of the questionnaire which reflects the program of studies offered at Tarkio. Objectives will be analyzed and those objectives receiving a percentage of 70 or better will be considered favorable. Those objectives receiving below 70 suggest a need for improvement.

Section two identified required courses for all education students. As indicated by the responses to the questionnaire the graduates believe Foundations of Education and Lab and Clinical met their objectives and these courses were of value to them as educators. Human Growth and Development received passing marks on two of the three objectives The respondents did not agree with objective 14, which suggests the course provides an atmosphere which nurtures spiritual, vocational, and intellectual goals in a total living environment. The course Educating the Exceptional Child did not meet any of the three objectives. For the required courses, the department

needs to examine the goals and objectives determined for Human Growth and Learning and Educating the Exceptional Child to see if the courses or objectives need to be revised.

The third section must be examined in light of the three individual majors to identify strengths and weaknesses in each major. In elementary education the reading, science, and social studies methods courses were seen as meeting their objectives and as having value to the respondents as teachers. The art methods course was not seen as meeting its objectives or of value. The department needs ot examine the art methods course to see if the course can become more beneficial to the students. In secondary education all of the courses received agreement in meeting objectives and teaching value. Special education majors reported all courses were beneficial, however, several objectives received some disagreement. Overall the respondents believed the courses required for their major are beneficial and have had value to them as educators.

In section four the respondents were asked to identify the strengths and weaknesses in the Education Bloc courses and student teaching. The respondents were in agreement as to the benefits of taking the bloc courses, however, concern was indicated on objectives 36, 38, and 41. Again, the majority of respondents believed the student teaching objectives had value to them as educators.

The last section asked graduates to respond to some general information about the department. Based on their recommendation the department needs to reexamine its advisement practices, however, the majority of graduates were satisfied with the education they received from the Tarkio college education department. From the comments received there was a two to one margin stressing the positive aspects

of the department and the procedures used to educate future graduates.

RECOMMENDATIONS

In keeping with the trend towards excellence in education Tarkio's education department has promoted the idea, "change is positive". Based on the recommendations of the graduates surveyed, the education department has revised the advisement process. Starting in the Fall of 1985, all education majors must develop a three or four year plan. The faculty believe it is their responsibility to advise education majors as soon as possible. If the faculty can have the students develop a plan of studies early in their college career, the chances of the student having to return a fifth or sixth year to obtain certification is unlikely.

The members of the education department have decided to allow student teachers to go out into the schools the first week of the semester before starting the Education Bloc. The faculty believe the graduates made a good point when they said, "by going out into the schools before staring the Bloc I would have been able to arrange my activities around my student teaching assignment". Based on the results of this study the faculty believe this survey or one like it should be sent out to all graduates from the program in two year intervals to continually assess the program in relation to the objectives and those teachers who are actually in the field.

APPENDIX A

QUESTIONNAIRE

Department of Education
Questionnaire

ITEM ONE-Career information. Please place a check mark (X) in the appropriate.

1. In what state did you teach during the 1985 school year?

___ Missouri
___ Other (please specify)
_____

2. Your school year of graduation from Tarkio College

3. ___Female ___Male

4. Years of teaching experience. Include this years experience.

___1. None
___2. One year
___3. Two years
___4. Three years
___5. Four years
___6. Five or more years

5. Your type of employing organization during the 1984-85 School Year.

___1. Public School
___2. Non-Public School
___3. Unemployed
___4. Other _____

6. If you were employed during the 1984-85 School Year, how would you best describe where your school is located.

___1. Rural
___2. Suburban
___3. Urban

7. Which of the following best describes your teaching situation during the 1984-85 School Year.

___1. Self-Contained Classroom
___2. Departmentalized
___3. Substitute Teaching
___4. Other_____

8. Please circle the grade level(s) you taught during the 1984-85 School Year

Prek k 1 2 3 4 5 6 7 8 9 10 11 12

Other (please specify) _____

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[illegible] of the required courses. The following classes are requir[illegible] [illegible] majors at Tarlac College. Please indicate whether [illegible] following Department of Education objectives were common to the classes you attended. Also, indicate to the extent which you believe [illegible] objectives are beneficial to you as a professional teacher.

PLEASE USE THE FOLLOWING CODE TO MAKE YOUR SELECTION:

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

Foundations of Education:	class objective	teaching value
9. Opportunities for development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
10. Identify the positive and negative aspects of teaching.	1 2 3 4	1 2 3 4
11. Identify the communication patterns, formal and informal professional systems, career and professional growth opportunities in education.	1 2 3 4	1 2 3 4
Human Growth and Development;		
12. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4
13. Discuss the preparation for, interpersonal relationships, and professional ethics of the education profession.	1 2 3 4	1 2 3 4
14. Relate to an atmosphere which nutures spiritual, vocational, and intellectual goals in a total living environment.	1 2 3 4	1 2 3 4

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	Class Objective	Classroom Visit
...y ...ical:		
... Identify, and utilize classroom management techniques.	1 2 3 4	1 2 3 4
... Opportunity to participate in simulated teaching in a regular public school classroom setting.	1 2 3 4	1 2 3 4
... Integrate experiences with special students.	1 2 3 4	1 2 3 4
ducating the Exceptional Child:		
18. Identify techniques in the area of curricular design.	1 2 3 4	1 2 3 4
19. Utilize lesson plans and IEP'S in conjunction with actual classroom teaching.	1 2 3 4	1 2 3 4
20. Identify a variety of methods of teaching.	1 2 3 4	1 2 3 4

Please list strengths, concerns, and/or needed improvements relative to your experiences in the four courses listed above.

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[illegible] Elementary Education, the following classes are [illegible] requirements for Elementary Education Certification at [illegible] College. Please indicate whether the following Department of Education objectives were common to the classes you attended. Also, indicate to the extent which you believe the objectives have teaching value to you as a professional teacher.

PLEASE USE THE FOLLOWING CODE TO MAKE YOUR SELECTION:

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

Reading in the Elementary Schools	Class objective	Teaching value
21. Identify and utilize classroom management techniques.	1 2 3 4	1 2 3 4
22. Identify a variety of methods of teaching.	1 2 3 4	1 2 3 4
23. Identify and integrate liberal arts and their application to teaching.	1 2 3 4	1 2 3 4
Science for the Elementary Teacher		
24. Identify techniques in the area of curricular design.	1 2 3 4	1 2 3 4
25. Opportunities for the development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
26. Integrate experiences with special children.	1 2 3 4	1 2 3 4

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Geography and Social Studies Methods	Class objective	Teaching value
7. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4
8. Opportunities for the development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
9. Discuss the preparation for, interpersonal relationships, and professional ethics of the education profession.	1 2 3 4	1 2 3 4

Art for Elementary Education

30. Design, construct, use, and evaluate audio-visual aids.	1 2 3 4	1 2 3 4
31. Integrate experiences with special children.	1 2 3 4	1 2 3 4
32. Relate to an atmosphere which nutures spiritual, vocational, and intellectual goals in a total living environment.	1 2 3 4	1 2 3 4

Please list strengths, concerns, and/or needed improvements relative to your experiences in the four courses listed above.

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[illegible] secondary education. The following classes are [illegible] obtaining Secondary Education Certification. Please indicate whether the following Department of Education objectives were common to the classes you attended. Also, indicate to the extent you believe the objectives had teaching value for you as a professional teacher.

PLEASE USE THE FOLLOWING CODE TO MAKE YOUR SELECTION

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

Secondary Teaching and Testing Methods	Class objective	Teaching value
21. Identify a variety of methods of teaching.	1 2 3 4	1 2 3 4
22. Design, construct, use, and evaluate audio visual aids.	1 2 3 4	1 2 3 4
23. Identify and integrate liberal arts and their application to teaching.	1 2 3 4	1 2 3 4
Reading in the Middle and Secondary Schools		
24. Identify techniques in the areas of curriculum design.	1 2 3 4	1 2 3 4
25. Utilize lesson plans and IEP'S in conjunction with actual classroom teaching.	1 2 3 4	1 2 3 4
26. Integrate experiences with special students.	1 2 3 4	1 2 3 4

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	Class objective	
26. Relate to an atmosphere which nurtures spiritual, vocational, and intellectual goals in a total living environment.	1 2 3 4	1 2 3 4
27. Opportunities for the development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
29. Integrate experiences with special students.	1 2 3 4	1 2 3 4

Test and Measurements

30. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4
31. Integrate experiences with special students.	1 2 3 4	1 2 3 4
32. Relate to an atmosphere which nutures spiritual, vocational, and intellectual goals in a total living environment.	1 2 3 4	1 2 3 4

Please list strengths, concerns and/or needed improvements relative to your experience in the four courses listed above.

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...special education. The following classes are part of ... requirements for Special Education Certification at Tabor College. Please indicate whether the following Department of Education objectives were common to the classes you attended. Also, indicate to the extent which you believe the objectives have teaching value to you as a professional teacher.

PLEASE USE THE FOLLOWING CODE TO MAKE YOUR SELECTION:

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

Reading in the Elementary School	Class objective	Teaching value
21. Identify and utilize classroom management techniques.	1 2 3 4	1 2 3 4
22. Identify a variety of methods of teaching.	1 2 3 4	1 2 3 4
23. Identify and integrate liberal arts and their application to teaching.	1 2 3 4	1 2 3 4
Geography and Social Studies Methods		
24. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4
25. Opportunities for the development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
26. Discuss the preparation for, interpersonal relationships, and professional ethics of the education profession.	1 2 3 4	1 2 3 4

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Language Development for the Exceptional Child	Class objective	Teaching value
27. Opportunities for development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
28. Integrate experiences with special students.	1 2 3 4	1 2 3 4
29. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4

Methods and Materials for Teaching Remedial Mathematics.

30. Identify and utilize classroom management techniques.	1 2 3 4	1 2 3 4
31. Identify techniques in the area of curricular design.	1 2 3 4	1 2 3 4
32. Design, construct, use and evaluate audio visual aids.	1 2 3 4	1 2 3 4

Please list strengths, concerns, and/or needed improvements relative to your experience in the four courses listed above.

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[illegible] the requirements for completing the education [illegible] student teaching. Please indicate whether the following [illegible] education objectives were common to the classes you [illegible]. Also, indicate the extent which you believe the objectives, [illegible] have teaching value to you as a professional teacher.

PLEASE USE THE FOLLOWING CODE TO MAKE YOUR SELECTION

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	2	3	4

Audio Visual Aids	Class objective	Teaching value
33. Design, construct, use and evaluate audio visual aids.	1 2 3 4	1 2 3 4
34. Identify and integrate liberal arts and their application to teaching.	1 2 3 4	1 2 3 4
35. Discuss the preparation for, interpersonal relationships, and professional ethics of the education profession.	1 2 3 4	1 2 3 4
Classroom Behavior Management/Interpersonal Communications		
36. Opportunities for development of professional moral and spiritual ethics.	1 2 3 4	1 2 3 4
37. Identify the positive and negative aspects of teaching.	1 2 3 4	1 2 3 4
38. Identify the communiation patterns, formal and informal professional systems, career and professional growth opportunities in education.	1 2 3 4	1 2 3 4

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	Class	Student
Classroom Organization and Procedures	Objective	Teaching
41. Identify and utilize classroom management techniques.	1 2 3 4	1 2 3 4
Utilize lesson plans and IEP'S in conjunction with actual classroom teaching.	1 2 3 4	1 2 3 4
Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4

Student Teaching

42. Discuss the preparation for, interpersonal relationships, and professional ethics of the education profession.	1 2 3 4	1 2 3 4
43. Utilize lesson plans or IEP'S in conjunction with actual classroom teaching.	1 2 3 4	1 2 3 4
44. Identify techniques of interpersonal and public relations in the public school environment.	1 2 3 4	1 2 3 4

Please list strengths, concerns, and/or needed improvements relative to your experience in the four courses listed above.

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...ducation Department to better meet the needs of ...
...spond to the following statements regarding your ...
...operation.

...The education faculty was responsive to my needs as a student.
Strongly Agree____ Agree____ Disagree____ Strongly Disagree____

...The Tarkio College advisement practices and procedures satisfactorily meet my needs.
Strongly Agree____ Agree____ Disagree____ Strongly Disagree____

...The grading practices of the Education Department adequately reflected my abilities and effort.
Strongly Agree____ Agree____ Disagree____ Strongly Disagree____

...What course or feature of the Tarkio College Education Department was most beneficial in preparing you for your teaching responsibility?

49. What is the greatest weakness of the Tarkio College Education Department?

50. What suggestion would you make to improve the organization and operation of the Tarkio College Education Department?

Please return the questionnaire in the enclosed, self-addressed envelope.

THANKS FOR YOUR COOPERATION

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APPENDIX B

COVER LETTER

Tarkio College

Tarkio, Missouri 64491 • (816) 736-4131

June 14, 1985

Dear Graduate:

The Tarkio College Education Department is concerned with providing the best possible educational program for preservice education students. We believe that the Tarkio College Educaton graduates are in the best position to help us formally assess the effectiveness of the program.

The enclosed questionnaire has been developed in conjunction with specific Department of Education objectives to gather information from alumni regarding aspects of the education program. We are surveying all of the graduates from 1979 through 1984.

We do need your input and opinions to make this an adequate study. Please enclose the completed questionnaire in the stamped Tarkio College addressed envelope at your earliest convenience. Your contribution to the improvement of teacher education at Tarkio College is appreciated. We wish you continued success in your chosen profession.

Sincerely,

Mr. Terry Dixon
Chairman, Department of Education

LaVona Reid

Mrs. LaVona Reid
Director of Student Teacher Placement

John R Sallady

Mr. John R. Sallady
Professor

Richard Vitters

Dr. Richard D. Vitters
Associate Professor

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APPENDIX C

TABULATION RESULTS

2) Year of Graduation: 1984
1983 -
1982 - 1
1981 - 2
1980 - 2

3) 10 Female and 1 male

4) Years of teaching experience: 1) 1 2) 3 3) 4 4) 2

5) Type of organization 84-85: 3 - Public school
1 - Unemployed
1 - M/R - retarded children

6) Location: 8 - Rural
1 - Urban

7) Teaching Situation: 5 - Self contained classroom
2 - Departmentalized
1 - Substitute
1 - Vocational
1 - L.D. Resource/ self contained

8) Grade levels: 2 in K, 4 in 1st, 3 in 2nd, 3 in 3rd, 3 in 4th, 5 in 5th, 5 in 6th, 6 in 7th, 6 in 8th, 5 in 9th, 5 in 10th, 5 in 11th, 2 in 12th.
Other: Coaching varsity sports
Remedial reading
Teaching mentally retarded adults

Section two- required courses

		Class Objectives				Teaching	
		1	2	3	4	1	2
Foundations of Education	9)	5	4	2	0	4	5
	10)	-	5	1	-	-	3
	11)	-	5	1	-	-	3
Human Growth	12)	3	5	1	1	4	2
	13)	3	5	1	1	3	5
	14)	-	3	-	-	-	-

1 did not have the class

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	child								
	18)	1	0	-	1		3		
	19)	2	5	0			4		
	20)	4	3	-	-		6		

Section Three - Elementary Education

		Class objectives					Teaching			
		1	2	3	4		1	2		
Reading	21)	2	1	0	0		2	1	0	0
	22)	3	0	0	0		2	1	0	0
	23)	2	0	1	0		2	0	1	0
Science	24)	2	1	0	0		2	1	0	0
	25)	2	0	1	0		2	0	1	0
	26)	2	1	0	0		2	1	0	0
Geography social studies										
	27)	2	1	0	0		2	1	0	0
	28)	2	0	1	0		2	0	1	0
	29)	2	1	0	0		2	1	0	0
Art	30)	2	0	1	0		1	1	1	0
	31)	1	0	2	0		1	0	2	0
	32)	1	1	1	0		1	0	2	0

Section- Three Secondary Education

Secondary Teaching & Testing									
	21)	3	1	0	0		2	2	0	0
	22)	3	1	0	0		2	2	0	0
	23)	1	2	0	1		1	2	0	1
Reading	24)	0	3	0	0		0	3	0	0
	25)	1	2	0	0		1	2	0	0
	26)	0	3	0	0		0	3	0	0
Ad. Psycology									
	27)	1	1	0	0		0	2	0	0
	28)	1	1	0	0		0	2	0	0
	29)	1	1	0	0		0	2	0	0
Test & measure									
	30)	1	2	0	0		0	3	0	0
	31)	1	2	0	0		0	3	0	0
	32)	1	2	0	0		0	3	0	0

1 did not have the class

Section Three Special Education

Reading	21)	1	2	0	0		1	1	0	0
	22)	1	1	1	0		1	1	0	0
	23)	2	1	0	0		1	1	0	0
Geography Social Studies										
	24)	0	2	0	1		0	2	0	1
	25)	1	1	1	0		0	2	1	0

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	29)	2	1	0	0	2	1	0	0
Methods &									
Materials for K-12									
	31)	1	1	0	0	1	1	0	0
	32)	2	0	0	0	1	1	0	0

Section Four -- Ed Block and Student Teaching

Audio Visual aids									
	33)	9	1	0	1	3	2	1	0
	34)	3	5	2	0	3	4	0	0
	35)	5	3	3	0	4	3	0	0
Class Behavior man.									
Inter. comm.	36)	4	4	1	0	3	4	0	0
	37)	4	5	0	0	4	4	1	0
	38)	5	2	3	1	4	3	0	1
Class organ &									
procedure	39)	6	3	2	0	7	1	0	0
	40)	8	2	0	0	8	2	0	0
	41)	6	1	3	1	5	2	1	0
Student teaching									
	42)	7	2	0	0	8	1	0	0
	43)	8	2	0	1	7	3	0	1
	44)	7	2	0	2	6	3	0	1

Section Five - General information

	Strongly agree	Agree	Disagree
#45	8	2	
46	3	5	
47	6	4	3

1 no answer on # 45
1 no answer on # 47

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